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ABSTRACT

To counteract the declining numbers of school business administrators and to fill a void in current programs of educational administration across the state and the nation, the State University of New York at Brockport Department of Educational Administration is implementing a new school business administration program (SBA Program) in September 1990. The SBA Program was created at the request of practitioners in the field and in cooperation with the New York State Association of School Business Officials. The Brockport SBA Program will provide learning experiences in a practice-oriented mode, with a systems approach to aid the student's understanding of the role of the school business administrator in the entire school setting and its outside environments. Two available program options designed for students with different entry levels of education are outlined. Individual course catalog descriptions and content outlines are given, followed by admissions and degree completion requirements, certification requirements, and a listing of the planned program offerings for the first cycle. (MLF)

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ED323617

State University of New York College at Brockport

Department of Educational Administration

CERTIFICATE OF ADVANCED STUDY DEGREE

IN

SCHOOL BUSINESS ADMINISTRATION

U.S. DEPARTMENT OF EDUCATION
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EA 022186

PROGRAM RATIONALE

The position of school business administrator is a highly responsible one, frequently second-in-command only to the superintendent of schools. The school business administrator has control over many support services: finance, budget development and administration, contract negotiations, personnel administration, energy management, property development and maintenance, cafeteria operations, and pupil transportation. To be effective in this position, the school business administrator needs specialized knowledge in many educational and business techniques.

Unfortunately, school districts are currently experiencing a shortage of qualified candidates for this key position. To counteract the declining numbers of school business administrators and to fill a void in current programs of educational administration across the state and the nation, the SUNY Brockport Department of Educational Administration is implementing a new school business administration program (SBA Program) in September 1990. The program has received written approval from SUNY Central and the State Education Department.

PROGRAM DEVELOPMENT

The SBA Program was created at the request of practitioners in the field and in cooperation with the New York State Association of School Business Officials. A survey of recommendations and program offerings of several state education departments and institutions of higher education across the country and feedback from practicing administrators, professors across New York State, and department members contributed to the development of the Program.

Courses will be taught by qualified full-time Department members and adjunct professors considered leaders in their field.

PROGRAM STRUCTURE

The Brockport SBA Program will provide learning experiences in a practice-oriented mode, with a systems approach to aid the student's understanding of the role of the school business administrator in the entire school setting and its outside environments. There will be two available program options (outlined on page 2) designed for students with different entry levels of education.

Students completing SBA Program requirements will earn a Certificate of Advanced Study degree in School Business Administration and will be recommended to the State Education Department for permanent certification in the area of school district administration (SDA), which is required for the position of school business administrator in New York State public schools. Those entering the program with only a bachelor's degree can also earn a Master of Science degree by incorporating SBA Program courses into the master's program currently offered by the department.

Many of the SBA Program courses will at first be offered off-campus in Victor, New York. In the Program's third year, courses will also be taught at Genesee Community College (GCC), Batavia, New York. However, EDA 656: Personnel Administration and EDA 691: Principles and Practices of Budgeting will be available at other sites as part of the existing educational administration program. EDA 692: Design and Use of Microcomputer Systems for School Business Administration will only be taught at the SUNY College at Brockport campus due to the availability of microcomputers at Cooper Hall. Because EDA 897: Practicum in School Business Administration and EDA 898: Internship in School Business Administration are field-based courses, students will choose individual school district sites where they can complete course requirements.

Option 1

Audience: Students possessing a master's degree and permanent New York State teaching certification
Awards: CAS degree and SDA certification
Course Work:

EDA 656	Personnel Administration	3
EDA 691	Principles and Practices of Budgeting	3
EDA 692	Design and Use of Microcomputer Systems for School Business Administration	3
EDA 693	Administration of Support Services	3
EDA 890	Issues in Site Management for School Business Administrators	3
EDA 891	Facilities Planning and Management	3
EDA 892	Legal Issues for School Business Administrators	3
EDA 893	School Finance and Revenue Management	3
EDA 894	Public School Accounting	6
EDA 897	Practicum in School Business Administration	6
EDA 898	Internship in School Business Administration	6
	Transference of master's degree credits	24
TOTAL		66

Option 2

Audience: Students possessing a bachelor's degree only
Awards: MS degree, CAS degree, and SDA certification
Course Work:

		MS	CAS
EDA 656	Personnel Administration	3	3
EDA 691	Principles and Practices of Budgeting	3	3
EDA 692	Design and Use of Microcomputer Systems for School Business Admin.	3	3
EDA 693	Administration of Support Services	3	3
EDA 890	Issues in Site Management for School Business Administrators		3
EDA 891	Facilities Planning and Management		3
EDA 892	Legal Issues for School Business Administrators		3
EDA 893	School Finance and Revenue Management		3
EDA 894	Public School Accounting		6
EDA 897	Practicum in School Business Administration		6
EDA 898	Internship in School Business Administration		6
	Approved Research or Measurement Course		3
	Electives	6	12
	Approved curriculum course	3	3
	Electives outside education	6	6
TOTAL		30	66

Students with a master's degree will not be required to complete a research or measurement course. Students with permanent teacher certification need not take a curriculum course or electives outside education.

COURSE CATALOG DESCRIPTIONS AND OUTLINES

Individual course catalog descriptions and content outlines follow:

EDA 656 Personnel Administration (3 cr.)

In-depth study of certificated, civil service, and substitute personnel and human resource issues: records management; staff training and development; job descriptions and duty statements; recruitment, selection and retention of personnel; supervision and evaluation; discipline and dismissal; collective negotiation; and grievance arbitration.

- Records management
- Civil service personnel
- Certificated personnel
- Substitutes
- Training and development of staff
- Job descriptions and duty statements
- Recruitment, selection, and retention of personnel
- Supervision and evaluation of staff
- Discipline and dismissal of employees
- Collective negotiations
- Grievances and arbitration

EDA 691 Principles and Practices of Budgeting (3 cr.)

Study of budgeting theories and practices, including estimating expenditures, personnel costs, and revenues. In-depth explanation of budget administration and function/object coding. Examination of board, community, and staff support including determining local needs and constraints, educating the public, and conducting annual referenda. Contingent budgets are also discussed.

- Theories of budgeting
- Budgeting practices:
  - Estimating expenditures
  - Estimating personnel costs
  - Estimating revenues:
    - Local sources, including the property tax
    - State sources
    - Federal sources
- Function/object coding
- The role of the board of education
- Securing local support:
  - Garnering staff support
  - Community involvement in the budget process
  - Local needs and constraints
  - Educating the public
  - Election procedures
- Contingent budgets
- Budget administration

EDA 692 Design and Use of Microcomputer Systems for School Business Administration (3 cr.)

Focuses on the use of in-house computer systems and BOCES computing services for school business applications. Presents a model for planning and implementing micro and mini computer systems in school districts. Hands-on practice with DOS and spreadsheet, database management, and graphics applications through the use of IBM-compatible hardware and Lotus 1-2-3 software. Assumes no prior knowledge or skill with microcomputers.

Proficiency in using Lotus 1-2-3
Microcomputer applications
Use of BOCES computing services
Planning and implementing computer systems

EDA 693 Administration of Support Services (3 cr.)

A study of services that support the instructional operations of the district: food service, transportation, school store, supply management, purchasing and bidding, and insurance. The question of in-house vs. contracted services is also explored.

Food service operations
Transportation
School store
Supply management
Purchasing and bidding
Insurance
Contracted vs. in-house services

EDA 890 Issues in Site Management for School Business Administrators (3 cr.)

To help the student gain a macroscopic perspective of the role of the business office in the total instructional mission of the school. Introduction to such building issues as clinical supervision, staff development, curriculum development, communication concepts and practices, and special education.

Supervision models
Staff development
Curriculum development
Communication concepts and practices
The role of special education

EDA 891 Facilities Planning and Management (3 cr.)

Administration and use of existing district buildings and grounds, new construction, and renovation, including capital fund management. Also studied are health and safety issues impacting upon students, staff, and community.

Property acquisition and disposal
The construction process
Financing capital improvements:
  Securing public approval
  Borrowing for capital projects
  Capital fund management
Custodial operations
Preventive maintenance
Grounds management
Energy management
Health and safety:
  District standards
  Legal requirements
  Accident reporting and prevention
Use of school facilities by school and non-school groups

EDA 892 Legal Issues for School Business Administrators (3 cr.)

Sections of law affecting school business operations are presented. Sources of law include: Education Law, General Municipal Law, Local Finance Law, Public Officers Law, court cases, and Commissioner's decisions and regulations. Records management and ethics are also discussed.

- Education Law
- General Municipal Law
- Local Finance Law
- Public Officers Law
- Court cases
- Commissioner's decisions
- Commissioner's regulations
- Records management
- Ethics

EDA 893 School Finance and Revenue Management (3 cr.)

A study of the school district revenues sources, including taxation concepts and practices, theoretical models in state funding, state aid in New York, federal aid and special education, and public support of non-public schools. Revenue management is also discussed in terms of forecasting and long-term financial planning, maximizing revenues, and cash management.

- Taxation concepts and practices
- State aid:
  - Origins and concepts
  - State aid in New York state
- Federal aid and special education
- Public support of non-public schools
- Maximizing revenues
- Revenue forecasting and long-term financial planning
- Cash management

EDA 894 Public School Accounting (6 cr.)

An in-depth examination of fund accounting in New York State for the general and other funds. Also covered are the duties of the district treasurer and other accounting operations of the district in the areas of district census and pupil attendance and extra-curricular fund management. Payroll development, administration, and reporting are also studied for both salaries and fringe benefits.

- Uniform System of Accounts
- Fund accounting in New York State:
  - General fund
  - Other funds:
    - Capital projects
    - Debt service
    - Insurance reserve
    - Public library
    - School store
    - School lunch
    - Special aid
    - Trust and agency
- Required local reports
- Required state reports
- Required federal reports
- Internal and external audits

Payroll development, administration, and reporting:
  Salaries
  Fringe benefits
District census and pupil attendance.
Extra-curricular fund management
Duties of the district treasurer

EDA 897 Practicum in School Business Administration (6 cr.)

Prerequisite: Successful completion of at least two required courses in the SBA Program. EDA 897 must be completed prior to the start of the sixth course in the SBA Program. A shadowing experience for the student to engage in a limited number of school business tasks at a school business office. Augmented by classes covering the role and function of the school business administrator.

Duties of the school business administrator
Duties of the district clerk:
  Responsibilities to the board of education
  Meetings of the board of education
  Board minutes
Development and implementation of board policy and administrative regulations
School business applications as presented by students

EDA 898 Internship in School Business Administration (6 cr.)

Prerequisites: Matriculation in the SBA Program by the closing date for applications, an earned master's degree, and successful completion of at least eight required SBA Program courses, including the practicum. A field experience enabling the student to gain direct experience in the role of school business administrator under the supervision of a practitioner. A department professor, in cooperation with the field administrator, supervises the student during this experience.

Job-seeking skills for school business administrators
Problems as presented by students
Individual consultations with students and field supervisors

ADMISSIONS REQUIREMENTS

An application for matriculation in the SBA Program may be obtained from the Office of Graduate Admissions. An applicant must submit a completed application for admission as a matriculated graduate student including a completed Graduate Information Form and official transcripts of all undergraduate and prior graduate work.

To qualify for admission, the applicant must have an earned bachelor's degree and have achieved an undergraduate grade point average of 2.75 or higher during the last two years of study or a graduate grade point average of 3.0 or higher with at least twelve graduate credits is required.

DEGREE COMPLETIONS REQUIREMENTS

The CAS degree in school business administration requires:

1. **An earned master's degree or successful completion of the following credits as prescribed below:**

   Approved research or measurement course (3 cr.)
   Electives (12 cr.)
   Approved curriculum course (3 cr.)
   Electives outside education (6 cr.)

   Students with permanent teaching certification need not take a curriculum course or electives outside education and will substitute these with educational administration courses selected by the student and the advisor.

2. **Successful completion of the following SBA Program courses:**

   EDA 656: Personnel Administration (3 cr.)
   EDA 691: Principles and Practices of Budgeting (3 cr.)
   EDA 692: Design and Use of Microcomputer Systems for School Business Administration (3 cr.)
   EDA 693: Administration of Support Services (3 cr.)
   EDA 890: Issues in Site Management for School Business Administrators (3 cr.)
   EDA 891: Facilities Planning and Management (3 cr.)
   EDA 892: Legal Issues for School Business Administrators (3 cr.)
   EDA 893: School Finance and Revenue Management (3 cr.)
   EDA 894: Public School Accounting (6 cr.)

3. **Successful completion of a practicum experience,** EDA 897: Practicum in School Business Administration (6 cr.). Completion of the practicum will enable the student to develop a systems perspective of school business administration during the early stages of the program, to enhance future course work by integrating learned practices with classroom theory, and to establish a collection of experience-based techniques to be used during the internship and future employment.

   Students may undertake the practicum after the completion of two (2) courses in the SBA Program, but must complete the practicum prior to the start of the sixth course in the program.

   Students must devote a minimum of fifteen (15) hours per week per one college semester, excluding course work. The practicum experience must occur at the central office under the guidance of a central office administrator (superintendent of schools or school business official) for a minimum of seven-and-one-half (7 1/2) hours per week during the normal work day for administrators. The remaining required hours may include time spent at evening meetings or on projects done at home. Even though this is primarily a shadowing experience, students are expected to complete at least five (5) tangible products for the school district. Attendance at least three (3) regular meetings of the board of education is also mandatory. Students must work with central office administrators who hold SDA certification and who have been practicing for at least three (3) years.

A regular semester (37.5 clock hours) class will accompany the practicum. Requirements for the class include:

a. Written contract of practicum experiences approved and signed by the student, the practicum instructor, and the school administrators by the second class;

b. Oral presentation to the class of at least two (2) practices/techniques learned during the practicum;

c. Regular attendance at class meetings.

4. **Successful completion of the internship,** EDA 898: Internship in School Business Administration (6 cr.). To be eligible for the internship, students must be matriculated by the closing date for applications, have an earned Master's degree, and have completed eight (8) required SBA Program courses, including the practicum.

The internship enables the student to gain direct experience as a school business administrator under the supervision of a practitioner. Program exit requirements are based on performance measures incorporated in the internship.

Full time internships are strongly encouraged; summer experiences are especially valuable because of the activities of that period. However, part time internships are available. Either experience fulfills the internship requirement, and either experience will be assigned six (6) graduate credit hours.

For part-time time internships, students must devote a minimum of twenty (20) hours per week per one college semester. The internship experience must occur at the central office under the guidance of the field supervisor for a minimum of three (3) consecutive hours per day during the field supervisor's normal work day. The remaining required hours may include time spent at evening meetings or on projects done at home.

For full-time internships, students must devote a minimum of forty (40) hours per week for seven work weeks.

Students must select field supervisors who hold SDA certification and who have been practicing school business administrators or chief school officers for at least three (3) years.

The college supervisor will meet individually with the intern at the school district site a minimum of three (3) times per semester. The student is also required to attend three 3-hour internship classes run by the college supervisor: an initial orientation session conducted prior to the beginning of the internship experience and two (2) seminars held during the semester.

While not prohibited, students are discouraged from enrolling in college courses during an internship.

CERTIFICATION REQUIREMENTS

To qualify for recommendation to the New York State Education Department for permanent SDA certification, the student must:

1. **Complete all CAS degree requirements** stated above;

2. **Have obtained upon completion of the SBA Program at least three (3) years of experience as a teacher,** pupil personnel service worker, or administrative super visor in an elementary and/or secondary school.

PLANNED PROGRAM OFFERINGS FOR THE FIRST CYCLE IN VICTOR

FALL 1990:

EDA 691 Principles & Practices of Budgeting
Dates: 9/8, 9/22, 10/20, 11/3, 12/1 (Sat.)
Time: 9:00 am - 4:30 pm
Place: High School, Victor Central School District
Professor: Dr. Sandra Graczyk

EDA 692 Design & Use of Microcomputer Systems for School Business Administratio
Dates: 9/12, 9/26, 10/3, 10/10, 10/24, 10/31, 11/7, 11/14, 11/28, 12/5 (Wed.)
Time: 5:00 pm - 9:00 pm
Place: Cooper Hall, SUNY College at Brockport campus
Professor: Dr. Sandra Graczyk

EDA 893 School Finance and Revenue Management
Dates: 9/15, 10/13, 10/27, 11/17, 12/8 (Sat.)
Time: 9:00 am - 4:30 pm
Professor: Dr. Paul Seversky

SPRING 1991: **EDA 890 Issues in Site Management for School Business Administrators**
(To be taught on five Saturdays at Victor)
EDA 897 Practicum in School Business Administration
(To be taught on five Saturdays at Victor)

FALL 1991: **EDA 656 Personnel Administration**
(To be taught on five Saturdays at Victor)
EDA 693 Administration of Support Services
(To be taught on five Saturdays at Victor)

SPRING 1992: **EDA 894 Public School Accounting**
(To be taught on ten Saturdays at Victor)

FALL 1992: **EDA 891 Facilities Planning and Management**
(To be taught on five Saturdays at Victor)
EDA 892 Legal Issues for School Business Administrators
(To be taught on five Saturdays at Victor)

SPRING 1993: **EDA 898 Internship in School Business Administration**
(At individual school district sites)